

Programme Specification

for the award of

BSc (Hons) Construction Project Management

Managed by the Faculty of Technology, Design and Environment

delivered by School of the Built Environment

Date approved:	February 2017
Applies to students commencing study in:	September 2020

Record of updates

Date amended*	Nature of amendment**	Reason for amendment**
February 2018	Clarity of compulsory modules	Named DipHE award requirement
July 2016	Transfer to new template, Update graduate attribute global citizenship to active citizenship	CMA Compliant, update graduate attribute.
October 2016	Checked for errors and amended by Subject Coordinator and Programme Lead.	Subject specialist knowledge.
February 2017	Course Modules updated and change of CW/Exam ratio on U33508	Major Change to incorporate three new modules + Minor Change on CW/Exam ratio
February 2018	Requirements for the Named DipHE	Major Change
December 2019	Course modules updated for the new Triple Pathway PLOs updated to QAA Subject Benchmarks 2016	Major Change

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Headington Campus
Language of study:	English
Final award:	BSc (Hons)
Programme title:	Construction Project Management
Interim exit awards and award titles available:	Certificate of Higher Education – CertHE Diploma of Higher Education - DipHE
Brookes course code:	BSCH-QM
UCAS code:	K221
JACS code:	K220
HECoS code:	100151
Mode of delivery:	<p>Sandwich mode – full-time (Years 1,2 & 4 face to face/on-campus, Year 3 on Placement)</p> <p>Sandwich mode – part-time (Years 1-4 & 6-7 face to face/on-campus, Year 5 on Placement)</p> <p>Full-time (3 Years face to face/on-campus)</p> <p>Part-time (6 Years face to face/on-campus)</p>
Mode/s and duration of study:	<p>Sandwich mode – full-time: Normal duration – 4 years, Maximum Duration – 8 Years (16 semesters)</p> <p>Sandwich mode – part-time: Normal duration – 7 years, Maximum Duration – 8 Years (16 semesters)</p> <p>Full-time - Normal duration – 3 years, Maximum Duration – 8 Years (16 semesters)</p> <p>Part-time - Normal duration – 6 years, Maximum Duration – 8 Years (16 semesters)</p>
QAA subject benchmark statement/s which apply to the programme:	Land, Construction, Real Estate and Surveying (2019)
Professional accreditation attached to the programme:	<p>The Royal Institution of Chartered Surveyors (RICS) - http://www.rics.org/</p> <p>The Chartered Institute of Building (CIOB) www.ciob.org.uk</p>
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The BSc (Hons) degree in Construction Project Management is accredited by both the Royal Institution of Chartered Surveyors (RICS) and the Chartered Institute of Building (CIOB), and is therefore structured and designed for students that wish to go on and gain membership of these professional bodies.

Construction Management is a well-established profession and principally involves ensuring that a construction project is completed on time and within budget. It covers a wide range of projects ranging from residential extensions to large-scale commercial and mixed-use developments. Construction Managers are involved in supervising and overseeing the direction of the project (or a package), ensuring that the client's specifications and requirements are met, reviewing progress and liaising with quantity surveyors to monitor costs, liaising with the client, other construction professionals and, sometimes, members of the public, coordinating and supervising construction workers, ensuring construction and site safety, checking and preparing site reports, designs and drawings, and maintaining quality control procedures.

This required breadth of knowledge and skills, allied with the breadth of career opportunity within the construction industry has a significant influence on the design of our suite of construction courses. Graduates on these courses are successfully employed as construction managers, project managers, quantity surveyors and building surveyors, working for clients, developers, consultants, contractors and sub-contractors, on private, commercial, national and international projects. To compliment this career choice, the course is designed with a broad syllabus, a compulsory industrial placement year experience, and a choice of degree pathway in the final year of study.

Within the broad syllabus there are four main themes – technology, management, project based learning, and practical experience. For technology, students are provided with knowledge of design and construction which includes materials, building services, sustainability and construction techniques. With a modern fully equipped construction technology laboratory, students are afforded the opportunity to gain first hand practical experience in material manufacture and testing, trade skills and land surveying. There is also a dedicated school computer suite to provide students with practical experience in the use of construction based IT software. The theme of Management encompasses the areas of construction administration and management techniques to plan, cost and monitor projects as well as personal/personnel management skills such as communication, time management, team work, leadership, etc. The course content is best understood through its application to real projects, and this is how many of the subject area are taught with reference to interesting and often live projects. Site visits and a European field trip are an essential and popular component of the course.

Construction industry employers are very much in favour of graduates with work experience, in fact many companies secure their graduates through first providing a placement. Therefore the course has a compulsory industrial placement year which provides essential practical work experience. Other benefits of a placement for students are: course subjects are put into context, paid employment and potential sponsorship in final year, opportunity to form views about future career (choice of pathway), and provides experience, focus and confidence in preparation for the final year of study.

To provide the choice of degree pathway the course shares a similar choice of modules in years 1 and 2 as the BSc (Hons) degree courses in Quantity Surveying and Commercial Management and Building Surveying. In the final year of study (after a year of industrial experience) there is be a different choice of modules for each course. The benefit of sharing the same modules until the final year of study is that students will be able to defer the decision on which course to graduate until they have completed their 3rd year Industrial Placement and are able to make a more informed decision of their future career progression. Students who wish to change course, can then make a request to change at the beginning of their final year.

Through our placement employers and our professional liaison group, the programme has very strong links with industry which provide many benefits including placements, visiting speakers, site visits, professional mentoring, and student sponsorship.

The overall aim is to deliver a high quality vocationally relevant undergraduate course in Construction Project Management to prepare students for professional roles in the built environment in the ongoing

processes of evaluation, development, redevelopment, maintenance and management of national and international built assets. More specifically, the course aims to:

- enable students to obtain and maintain professional management careers in the construction industry;
- stimulate students' intellectual curiosity and provide an environment in which they are able to appreciate and develop their full potential;
- develop the intellectual and practical skills of the student in the processes underpinning the finance and management of resources and the appropriate deployment of current technology within the context of changing social, economic, legal, technological, political and environmental frameworks;
- meet society's needs for well-educated graduates who are adaptable, have appropriate professional and transferable skills and are highly employable;
- prepare students for employment in a range of contexts or for further study and a career where construction and project management knowledge and skills will be applied;
- prepare students for life-long learning, study and enquiry, and to appreciate the contribution of education and construction to society.
- prepare students for leadership roles in the global construction of the 21st Century.

The course is designed specifically to meet the learning outcomes of the QAA Subject Benchmark Statements and the professional competencies required by both the Royal Institution of Chartered Surveyors and the Chartered Institute of Building.

Teaching staff include qualified professional chartered surveyors, architects and engineers and are supported by guest lecturers from industry. Course content specialisms include building information modelling, quantity surveying, construction administration, project financial control and financial appraisal. Please refer to the following link to view the staff profiles within the School of the Built Environment:

<https://www.brookes.ac.uk/be/about/staff/>

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 Academic literacy

PLO1	Apply a substantial and critically informed knowledge of the core subject areas of construction project management (contract practice, programming and planning, project briefs, leading projects/teams, construction technology and environmental services, procurement and tendering, project finance)
PLO2	Demonstrate an understanding of the key concepts, theories and principles used in construction and the management of construction
PLO3	Identify the appropriate stakeholders involved in the construction process and their relevant roles and responsibilities
PLO4	Recognise the collaborative linkages and interdisciplinary relationships between the functions of construction and the other disciplines of the built environment
PLO5	Demonstrate an awareness of the mainstream technology and the resources it uses for constructing domestic, industrial, commercial buildings and infrastructure
PLO6	Demonstrate awareness of the legal and regulatory frameworks and systems within which construction operates including building and planning regulations.
PLO7	Demonstrate an understanding of the importance of sustainability within the context of the built environment, including the impact development has on the environment and initiatives to minimise energy, reduce carbon emissions and increase health and well-being

3.2 Research literacy

PLO8	apply the processes of critical analysis and reflection to research projects in construction management
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3.3 Critical self-awareness and personal literacy

PLO9	Apply a logical approach to problem solving
PLO10	Be a capable and enthusiastic independent learner
PLO11	Communicate effectively in oral, written and graphic media
PLO12	Be self-aware and competent in self-management

3.4 Digital and information literacy

PLO13	A high level of competence in the use of communication and information technology
PLO14	Demonstrate an awareness and application of digital technologies that support the construction process and the management of projects

3.5 Active citizenship

PLO15	Critically evaluate the practice of construction project management in the making of built assets in their social, economic and environmental contexts
PLO16	Demonstrate an awareness of construction management in its national and international contexts with particular reference to ethical, sustainable and inclusive agendas

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 Programme structure and requirements:

Level 4

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
CONM400 2	Foundation Construction Law	15	4	Compulsory	100:0
CONM400 3	Construction CIT 1	15	4	Compulsory	100:0
CONM400 4	Integrative Project 1	15	4	Compulsory	100:0
CONM400 5	Quantity Surveying Practice 1	15	4	Compulsory	100:0
CONM400 6	Introduction to Construction Practice	15	4	Compulsory	100:0
CONM400 7	Introduction to Building Services	15	4	Compulsory	50:50
CONM401 2	Building Design and Construction 1	15	4	Compulsory	100:0
CONM401 3	Building Design and Construction 2	15	4	Compulsory	50:50

Level 5

Compulsory modules

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
CONM5001	Construction Technology 1	15	5	Compulsory	100:0
CONM5002	Construction Practice and	15	5	Compulsory	50:50

	Procedure				
CONM5004	Construction Technology 2	15	5	Compulsory	50:50
CONM5005	Construction Procurement and Law	15	5	Compulsory	100:0
CONM5006	Construction CIT 2	15	5	Compulsory	100:0
CONM5007	Integrative Project 2	15	5	Compulsory	100:0
CONM5016	Design and Administration	15	5	Compulsory	100:0

Level 5

Optional modules

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
CONM5008*	Quantity Surveying Practice 2	15	5	Optional	100:0
CONM5009*	Construction Project Management	15	5	Optional	100:0
CONM5012* *	Independent Study	15	5	Optional	100:0
CONM5015*	Building Pathology and Inspection	15	5	Optional	100:0

* Option 1 from 3. CONM5009 is the preferred module. CONM5008 and CONM5015 only used for students transferring onto Construction Project Management having already completed Level 5 modules on QB or QS.

** Only available as an alternative Level 5 compulsory in special circumstances.

Level 5

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
CONM501 1	36 Week Industrial Placement Experience	Pass/ Fail	5	Compulsory*	N/A

*module compulsory unless evidence of prior equivalent experience provided

Level 6

Compulsory Modules

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
CONM600 2	Project Management	15	6	Compulsory	100:0
CONM600 4	Advanced Procurement and Dispute Resolution	15	6	Compulsory	100:0
CONM600 6	Enterprise Management in Construction & Development	30	6	Compulsory	100:0
CONM600 9	Construction Management Dissertation	30	6	Compulsory	100:0
CONM601 0	Facilities and Maintenance and Management	15	6	Compulsory	50:50

Level 6

Optional Modules

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
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CONM6001*	Innovation in Management & Technology	15	6	Optional	100:0
CONM6005*	Independent Study	15	6	Optional	100:0
CONM6014*	Quantity Surveying Studies	15	6	Optional	100:0
CONM6015*	Project Management Studies	15	6	Optional	100:0
CONM6016*	Building Pathology and Inspection Studies	15	6	Optional	100:0

* If changing pathway from QB/QS onto QM then must select CONM6015. If not changing pathway from QM then option of 1 from 3: CONM6001, CONM6014 or CONM6016.

** Only available as an alternative Level 6 compulsory in special circumstances.

4.2 Progression and award requirements

Progression onto Level 5 and 6 modules normally require pre-requisite modules in Level 4 and 5 to be passed. For full details of pre-requisite links between modules see the subject diagrams provided in the programme handbook.

Requirements for Named Dip HE: All Level 4 and 5 modules with CONM5005 Construction Law and Procurement and CONM5009 Construction Project Management as compulsory

Requirements for BSc Ordinary: All level 4 and 5 modules are compulsory + any 60 credits at Level 6

4.3 Professional requirements

Professional accreditation from the Royal Institution of Chartered Surveyors (RICS) and the Chartered Institute of Building (CIOB) is achieved through the successful completion of the BSc (Hons) degree as set out in the University Undergraduate Modular Programme Regulations.

SECTION 5: TEACHING AND ASSESSMENT

Teaching and Learning

A wide range of teaching and learning methods are used to achieve programme objectives, including lectures, seminars, workshops, laboratory practicals, drawing classes, computer classes, site visits, fieldwork, case studies, simulations and group work. Smaller group sessions, such as seminars and practicals, foster discussion, analysis and the development of interpersonal and problem-solving skills. Independent learning is developed and nurtured through student-led seminars, individual and group project work, the dissertation and the professional practice experience. The dissertation is supported by a structured programme aimed at leading students through the key stages in its development, focusing on the importance of research and research methods, as well as individual supervision.

Every module of study is designed with specific learning outcomes that enable students to develop in the five key graduate attributes of academic literacy, research literacy, critical self-awareness and personal literacy, digital and information literacy, and active citizenship.

Various learning resources have been developed to support independent learning. Module guides, reading lists and assignment briefings underpin independent learning. They outline the aims and objectives of the module, its structure, week-by-week content and the timetabled assessment tasks that students must undertake. They enable students to make informed choices and to exercise self-direction in pursuing aspects that are of interest to them within the framework of the module as a whole.

Academic staff in the School make significant use of electronic resources. This can take the form of online module descriptions and handbooks, links to relevant web-sites, seminar materials, lecture slides and electronic testing. The School is fully committed to the full use of online resources and is engaged in the utilisation of Brookes Virtual Learning Environment software for resource-based learning. Students are also encouraged to attend Library and IT training sessions, and draw upon appropriate software and networked facilities for presentations by making use of Media Workshop resources and expertise. Full details of the subject specific library support and the Universities IT strategy can be found at:

<https://www.brookes.ac.uk/library/subject-help/built-environment/>

<https://www.brookes.ac.uk/it/strategy-2020/>

Office hours and tutorials allow individual and small group consultations with lecturers around matters of course content, coursework and the practical demands of learning.

Assessment and Feedback

Assessment encompasses all judgements made about the work of a student and/or their skills, abilities and progress, and the associated provision of feedback. The Brookes Assessment Compact sets out the aims and responsibilities for assessment for both the University and students.

Details of the assessment compact can be found at:

<https://www.brookes.ac.uk/ocslid/consultancy/brookes-assessment-compact/>

The course provides an appropriate balance of assessment methods throughout its duration and on a semester by semester basis. It is intended that the assessment method employed in each individual module will examine the general educational aims and assess the learning outcomes as detailed in the syllabus of that particular subject area, whilst complementing the teaching and learning methods and the variety of the student learning and experience.

Assessment in form other than in unseen exam may be new to students. Due to the vocational nature of the course and breadth of knowledge and skills to be gained, there is a variety of assessment methods used including, examination, essays, reports, calculations, drawings, presentations, IT software submissions, vivas, and laboratory/field practicals. Students may also experience novel situations of peer assessment and self-assessment. The intention is to provide an appropriate balance between the following forms of assessment

- diagnostic: that which provides information about the individual
- formative: that which helps students in their learning
- summative: that which gives a final and total measure of students attainment.

All module handbooks contain a description of the assessment types and methods, and provide the specific assessment criteria used by staff in the awarding of grades. An assessment schedule is also provided with dates for submission and feedback. Group work that is assessed is closely to ensure equity in the provision of marks awarded to a group. Where appropriate, students enter into a contract with each other over the conduct of group work, providing the module leader with a consensual basis for assessing those not contributing to the group effort.

On modules with a coursework component the aim is to give individual written feedback within two weeks from the coursework submission deadline. All dissertation and Independent Study Modules are double marked. A percentage of other assessed work is double marked within the School to ensure that the standard and profile of marking is appropriate. A sample of examination and coursework is passed to the External Examiner. The sample sent will normally include examples of top, middle and bottom graded scripts. The Construction Subject Examination Committee meets on a semester basis to discuss student progression and performance with the External Examiner present. These meetings are followed by meetings of the full Undergraduate Confirmation Forum where awards are made.

Feedback can be about individual assignments, group work, a draft assignment or even ideas about a future project (independent study or dissertation).

Feedback can help students to self-assess their work against assessment criteria as well as understand what they have done right or wrong in an assignment. It will help students to improve their future assignments and their approach to work in further modules.

Feedback comes in many different forms including: written comments, verbal comments about individual or group work, or comments made during class discussions.

Typical contact for each module is 2-3 hours a week and can involve lectures, seminars, practicals, workshops, tutorials, etc. In addition, each student is expected to carry out 110-120 hours of independent study and research on the subject.

The programme modules are either coursework only or coursework and formal exam. Due to the varied nature of the knowledge and skills to be gained, the use of formal examinations is only used in typically 20% of the programme modules. However, the remaining 80% of coursework only modules do include weekly quizzes and online tests.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 Entry requirements

Prior qualifications necessary for entry to the programme, including English language requirements.

From 2020 entry, typical offers:

- A-LEVEL BBC
- IB 30-31 points
- BTEC DMM
- UCAS 112 points

Points may be counted from qualifications equivalent to 3 A-levels only.

Please follow this link for details of the new UCAS Tariff <https://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/ucas-tariff/achieving-112-points/>

All to include GCSE: Mathematics grade C or above. Please see university's general; entry requirements: <http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/undergraduate-courses/>

Interview

Applicants are usually required to attend an interview (usually between December and mid-March) before an offer is made.

SECTION 7: PREPARATION FOR EMPLOYMENT

As a vocational course with a compulsory industrial placement experience year, the preparation for graduate employment is excellent. First destination surveys frequently show that over 90% of students are in full-time employment within 6 months of graduating. The majority of students are employed as graduate quantity surveyors and commercial managers as befitting the course, but with the pathway choice some do progress into project management and building surveying.

The main link with employers is through established links with placement providers and also the School's Construction Professional Liaison Group. These links provide the following benefits to students and the course:

- Visiting speakers from industry and professional bodies
- Work placements/opportunities for work-based learning
- Site visits to live construction projects
- Course development advice and feedback
- Dissertation mentoring
- Research collaboration
- Sponsorship of student prizes and scholarships